**Teacher(s) Name:** Katie Celano  
**Thematic Unit Theme/Title/Grade Level:** FLORIDA: St. Augustine; 4th grade **Wiki space address:** <http://ucfgr4floridaf09.wikispaces.com/>  
**Daily Lesson Plan Day/Title:** Day 1: Introduction to St. Augustine

**What will students accomplish / be able to do at the end of this lesson?**   
- The student will use prior knowledge to answer questions about St. Augustine through an ActivBoard pre-assessment presentation.   
- The student will be able to find St. Augustine on a map.   
- The student will gain an understanding about the history of St. Augustine.  
- The students will be able to recognize explorers and why they were famous.  
- The students will be able to understand that St. Augustine is the oldest city in the nation.   
- The students will participate in an engaging activity by making their own suitcase to use for the rest of the week.   
  
**NCSS Theme/Sunshine State Standards:** List each standard. Cutting and pasting from the website is allowed. These can be downloaded from the Florida Dept of Education <http://flstandards.org>.  
  
SS.4.G.1.1: Identify physical features of Florida.   
SS.4.A.6.3: Describe the contributions of significant individuals to Florida.  
SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.   
SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.   
LA.4.1.6.1: The student will use new vocabulary that is introduced and taught directly.  
LA.4.6.1.1: The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).  
  
**Student Activities & Procedures  
Teacher Activities/Student Activities**  
• What best practice strategies will be implemented?  
• How will you communicate student expectation?  
• What products will be developed and created by students?  
  
Read aloud: (15 minutes)  
1. The teacher will start the day with a read aloud on a book introducing the city of St. Augustine.   
2. The teacher will then transition into a pre-assessment using the ActivBoard.

In the classroom: (35 minutes)  
1. The teacher will activate prior knowledge by starting off with a pre-assessment given through an ActivBoard presentation. The students will use the ActivBoard clickers to input their answers and see immediate results. The teacher will use this information to introduce St. Augustine and see the areas the students need most help with.  
2. Next, the teacher will have each student make their own suitcase they will use for the rest of the week.   
3. The student will identify St. Augustine on a map of Florida and cut and paste the map to the front of their suitcase.   
4. Once the construction of the suitcase is complete, the student will use the suitcase to house the rest of their assignments throughout the week.   
5. The teacher will review and analyze the pre-assessment and ask explicit questions to create detailed accommodations for the students throughout the week.

After the lesson/Wrap up: (10 minutes)  
1. The teacher will ask students to share if they have any stories about family trips/field trips, etc. to St. Augustine.  
2. The teacher will end the lesson will a summary of St. Augustine (who founded it, when it was founded, its location).  
3. The teacher will ensure every student receives a Field Trip Permission Slip form to take home to be signed and returned the following day.  
  
  
Directions for the suitcase assignment:  
Each student will receive a large paper bag (similar to the one given out at a local grocery store). The students will use glue and tape to mimic the teacher’s directions on how to create a suitcase. After the students assemble their suitcase, the teacher will give each student a map of Florida. Using an atlas, the students will locate St. Augustine on a map of Florida and draw a star of its location on their individual map. The students will then glue or tape their map, with their name on it, on the front of their suitcase. The suitcase will go home with the student every night, and returned the next day to be used each day of the week.  
 **Resources/Materials**  
1. Book for read aloud  
2. Large paper bag  
3. Glue/tape  
4. Coloring markers/pencils  
5. Map of Florida  
6. Atlas (one per few students)  
7. ActivBoard  
8. ActivBoard clickers

**Assessment**  
• How will student learning be assessed? Authentic/Alternative assessments?  
• Are you using a rubric?   
• Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes   
Pre-Assessment:  
- The pre-assessment of this lesson will be the ActivBoard presentation. The information in the presentation deals with the history of St. Augustine. The students are not expected to know every answer, and the pre-assessment is intended to start debate within the classroom (if a student has traveled there before, done a project on settlers in Florida, etc.). The immediate results given by the ActivBoard will show the students’ prior knowledge of St. Augustine and their comprehension from the book read during the read aloud.  
  
Post-Assessment:  
- The post-assessment for Day One is informal. During the wrap-up time, the teacher will ask questions that were initially from the pre-assessment, having students answer them without guidance. The teacher will be able to evaluate through observation if the students retained the information from the days lesson.   
  
Exceptionalities  
What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc.   
ESOL/SLD:  
- For the ESOL/ SLD students, the visual aids are a big help. I will ensure to allow enough time for every student to answer using their clicker in the pre-assessment. Also, during the creation of the suitcase, the students will be encouraged to help other students who are having difficulty. If needed, I would pair an ESOL/SLD student with a higher level student.  
  
Gifted/Talented:  
- For the gifted students, I would allow for them to find other areas on the map of Florida using the atlas and add that to their individual map, ensuring that St. Augustine remained the focal point. Also, I would ask for their assistance in helping out the other students who may need it.   
  
Discussion Notes on what tonight’s homework will be:  
- Show their families all the work they accomplished during the first day of their lesson plan on St. Augustine.   
- The students must remember to return the Field Trip Permission Slip the following day, signed, if they haven’t returned it in to the teacher already.   
- The student must also remember to bring their suitcase with them the following day to class.